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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
WASHINGTON, D. C.

Those who have been the most profound students of education and who have at the same time known best and sympathized most with children and youth and have had a broad vision of life have understood best the value of play as a factor in education. In all countries the best schools for adolescent boys and girls have embodied free play and games as an important part of their programs. Through such plays and games all the powers of youth can be most freely cultivated and the spirit of youth most abundantly continued through the years of adult manhood and womanhood. There is in this country special need for recreation and educational plays in the rural schools. To assist toward the introduction of such plays in these schools, I am transmitting herewith for publication as a bulletin of the Bureau of Education a report on "Recreation and Rural Health," recently made to the second national country life conference by Mr. E. C. Lindeman, chairman of the conference committee on recreation and rural health.

P. P. CLAXTON,  
*Commissioner.*

RECREATION AND RURAL HEALTH.

Recreation is the positive phase of the health program. It is nature's preventive medicine. While it is evident that all ill-health is not due to a lack of recreation, it is equally evident that a proper regimen of play and recreation tends strongly to prevent physical degeneration. Any leisure-time activity which is pursued without expectation of pecuniary reward may be called recreation. Play is a generic term which embraces recreation but is much more comprehensive. Play is a positive, constructive term connoting zestful activity; it promotes not merely the prolonging of life but the fullness of life. This introductory distinction is made because of the tendency to use these terms interchangeably.

The task of this committee is to discover the relationship between recreation and health in so far as this relationship concerns the population of the open country. We have approached this task from the constructive viewpoint. We are not unmindful of the great amount of work which still remains to be done in eliminating those forms of recreation which are negative in their influence. The

county fair, which has rural reasons for its existence, still affronts its rural patronage with cheap shows and gambling devices. The street carnival, with its "fakes" and its questionable exhibitions, still serves as the first introduction which many country boys and girls have to commercialized recreation. The dance hall, operated in the nearby towns and cities and operated for "revenue only," receives its full quota of patronage from the country boys and girls. Motion pictures which can not run the gauntlet of city censorship may be shown with impunity in small towns. These, and other forms of recreation of a negative sort, have secured a powerful grip upon the life of the open country, and especially upon the life of its young men and women; consequently they impair the health of the rural population. For, health implies more than physical efficiency. A healthy body is a worthy ideal, but without a discerning intellect it may become the enemy of real progress. One may even combine physical fitness with mental alertness and still produce a citizenship unworthy of the duties and privileges of a democracy. These attributes may become the sharpened tools of the one who uses them to exploit his fellow man more successfully. Social harmony and spiritual idealism must accompany our health program if it is not to defeat its own ends.

The committee has also approached its problem in the scientific spirit in spite of the fact that it found itself confronted with innumerable questions for which the data of science offered no satisfactory answers. The questions which the committee has studied are as follows:

I.—*What elements or phases of bodily growth, mental alertness, or neuromuscular coordination are neglected, receive least attention, or are perverted in the ordinary regimen of country life?*

This is considered to be a primary question. As a part of the health program recreation must be based upon a sure knowledge of what it is to correct and prevent as well as what it is to create. This fundamental question raises the following corollary questions:

1. Do farm work and farm life in general promote symmetrical bodily growth?
2. Does farm work tend to overdevelop certain organs, muscles, or functions at the expense of others?
3. Is mental alertness sacrificed through the demands of farm labor?
4. Does farm work tend to neglect the development of those neuromuscular coordinations which make possible decisive action, enthusiastic response, optimism?

These questions and a score of others which are directly involved can be answered only by the specialists. This committee can do little more than suggest them, in the hope that after they are thrown into relief they will receive attention, interest, and study. No conclusions upon which an adequate and constructive recreation program may be built will have value or safety until these questions have been studied by the physiologist, the psychologist, and the nerve specialist. The conclusions here offered are not based upon adequate statistics or research. They are offered as a starting point for a discussion which it is hoped will be fruitful.

#### CONCLUSIONS.

1. Notwithstanding the fact that farm work provides for an abundance of physical exercise in the open air, observation seems to indicate that:

- (a) Farm boys and girls do not develop symmetrically.
- (b) The work of the farm seems to overdevelop the major or fundamental muscles, while the finer or accessory muscles are neglected.
- (c) Farm life in general does not produce a degree of mental alertness and neuromuscular coordination essential to an enthusiastic and optimistic outlook on life.
- (d) Observations with farm-reared young men seem to indicate that the foregoing conclusions are at least partially correct because of the relatively more rapid approach of fatigue when placed on a comparative basis with young men of the cities.

These conclusions are based upon observations such as the following:

- (a) Farm-reared young men in the Army camps were slower to respond to the stimuli of play.
- (b) Farm-reared young men reached the stage of fatigue sooner than city-reared young men in forms of activity requiring the action of the whole body.
- (c) City-reared young men usually excelled at games involving mental alertness.
- (d) Farm-reared girls lack the ability to execute properly the actions necessary in such games as involve the free use of the whole body.

2. The second conclusion, which is based upon the foregoing, is this: Since nonsymmetrical bodily development is one of the primary conditions of ill-health, the entire question of rural recreation and its relation to health becomes pertinent at the point of determining



the exact nature of the malformation and of providing leisure-time correctives.<sup>1</sup>

II.—*What forms of recreation are best adapted for the purpose of acting as a corrective and a preventive for the nonsymmetrical development which appears to result from farm labor and farm life?*

Obviously this question has no validity unless it is admitted that the conclusions stated are in a measure correct. Because the committee does believe these conclusions to be, at least in part, correct, it raises this question. If there is something inherent in the vocation of farming which tends toward unsymmetrical bodily growth, then it must be possible to supplement the ordinary regimen of farm life with recreational activities which will offset this deficiency. In the absence of extended research and reliable data we must base our conclusions upon reasoning and observation.

CONCLUSIONS.

1. Since farm boys and girls do not appear to be lacking in size or in weight, and since the apparent malformations seem to be due to an overdevelopment of certain of the major muscles at the expense of the finer muscles, it seems logical to conclude that the following types of recreation are needed:

- (a) Games which involve the free use of the entire body.
- (b) Games which require precision of action.
- (c) Games employing the expression of the rhythmic instinct.

2. From the psychophysiological point of view it seems also logical that games of the following nature are needed:

- (a) Games which involve cooperative action.
- (b) Games which involve attention, or the use of the higher nerve centers.
- (c) Games which are mentally exhilarating.

The last conclusion deserves further emphasis. If the ordinary routine of farm life produces a certain mental somberness, it is patent that the recreational life of the country should be active and not passive; it should be not only physically energizing but joy producing. In a very large sense the rural population await in the interest of the satisfaction of their social natures just this type of recreative activity. Group games, organized athletics, folk dancing, community singing—these must be introduced into the life of the open country as a preliminary to an understanding of the distinction between exercise and play.

<sup>1</sup> See paper by Dr. Oscar Dowling, "The Nature of the More Important Rural Physical Handicaps."

III.—*Are there certain forms of highly-specialized farm labor which are deleterious to health, and in what manner may recreation act as a corrective?*

This question is raised in relation to such farm occupations as cotton picking, onion and sugar-beet weeding, and other forms of seasonal agricultural labor which require a difficult and unnatural posture and demand almost the same degree of monotonous attention as that of simple machine labor of industry.

This is in reality a question of farm labor rather than of recreation. It may also be argued that the number of persons affected by this type of labor is too small to receive national attention. However, if democracy is our goal, we dare not neglect any element of our population. If this type of occupation is inherently connected with the necessary crop and if men and women and boys and girls must be utilized, there must be some manner in which the attendant evils may be overcome or minimized. If the crop is necessary, then the proper development of those who produce it is more important. This committee believe that in the sphere of recreation there is a distinct hope for ameliorating the results of this type of farm labor.

The analogous evils of industry are combated with a program for shorter hours, more pay, better working conditions, and a minimum working age. This is the negative phase of the problem. We must do more than recognize and minimize evils; we must correct them if ever we are to do more than lip-homage to democracy. In the interest of national health we must act upon the faith that the persons who produce our goods are more important than the goods. Organized industry is approaching this problem with the introduction of rest rooms, recreation rooms, recreation directors, etc. Agriculture must also provide adequately for recreational relief and physical correctives for its specialized occupations if we are to build and conserve the vigor of our rural population. It is the neglected elements of a civilization which always wreck it. Any population or element of a population in which the suppressed desires exceed the normal expressions is dangerous. And play is one of the fundamental human desires or instincts.

IV.—*What agencies are now at work in the field of rural recreation, and what agencies have proposed programs of rural recreation with an avowed health motive?*

In seeking an answer to this question the investigator is impressed with two characteristics of the rural recreation movement. First, the relationship between recreation programs and the health objective seems to be almost negligible. Second, most agencies dealing

with recreation programs in rural fields use recreation as a superficial appeal or as an incidental part of a general institution program.

There are, however, a number of agencies of national character which either have definite health-recreation programs or are contemplating such programs. Those which have come to the attention of this committee are:

1. The United States Public Health Service. This agency is conducting a nation-wide campaign in the interest of sex education. Its "Keeping Fit" campaign has already reached a high degree of effectiveness. This campaign definitely implies a health motive for recreational activities. Its illustrative charts are widely used; a wider use of these charts in rural schools and churches is urged. The committee has been advised that this agency is now planning to carry this program to the rural districts more effectively.

2. The National Child Labor Committee, which has rendered signal service through its research work in child labor, has definite plans for the future which will be of intense interest to the rural field. This agency is now planning studies which will reveal the relationship between farm labor and health; these studies will of necessity involve considerations of recreation. A letter from one of the officials of this agency clearly sets forth its purpose. The following paragraph is from a letter written by Mr. Raymond G. Fuller:

It is an astonishing fact that there exist no scientific data on the effect of child labor on health. We know that premature labor or too hard labor under bad conditions is physically harmful to the child, but the effects have never been measured. The modern studies of fatigue have had to do with adults and not with children. Our committee hopes to do something or to get something done that will give us the data we lack. I have been planning to spend a large part of the winter in study and research in the subject of recreation, including a large amount of field investigation. Following up some psychological studies made several years ago, I am seeking, among other things, to work out for publicity purposes as complete as possible a statement of the child-labor evil in terms of the nature of childhood, in terms of the instincts and their expression or repression. Of course, the psychological statement of the child-labor evil involves the psychology of play.

3. The Boy Scouts of America have always promoted physical activities as an integral part of their general program. The health objective is stressed in their manuals and in their educational programs. This agency is now contemplating a wide extension of its work in the rural field.

4. The country work department of the Young Men's Christian Association has promoted health as a part of its fourfold program for the boys and young men. Its organized groups carry on recreational activities, study health problems, invite speakers on sex education, and in various other ways correlate recreation with health.



5. The national board of the Young Women's Christian Association includes health and recreation in its educational program. It is now carrying on a study of typical rural communities for the purpose of expanding this program through its town and country department. It has already held successful health conferences and has distributed health literature which has reached the rural sections. The significant feature of the program of this agency is that it seeks to reach the farm woman and the farm girl—elements of the rural population which have been hitherto sorely neglected.

6. Various boards of home missions are calling the churches to an awakening of their responsibilities toward the problem of rural health and recreation. In some cases programs of study and activities covering an entire year are urged. Notable in this connection is the nation-wide conference held during the past summer under the auspices of the Methodist Board of Home Missions. This conference was attended by more than 1,000 rural ministers, who returned to their charges pledged to the execution of this enlarged community task, which includes health and recreation.

The opportunity of influencing the play life of the country is still open to the religious agencies. The erroneous attitude of inhibition and repression has already hampered the usefulness of the church as a social agency. In so far as the laboring elements of the manufacturing centers are concerned, the church appears to have sacrificed this opportunity. It is urged that the encouraging steps now being taken by rural churches receive the indorsement and the support of all social workers interested in rural life.

7. The junior department of the American Red Cross has plans for stimulating a positive health program for rural communities. In some cases this program will undoubtedly embrace recreation as well.

8. The boys' and girls' clubs, organized and conducted under the direction of the United States Department of Agriculture and the various State colleges of agriculture, have always emphasized health as well as recreation. The 4-H basis of their program includes education of the head, the hand, the heart, and the health.

9. The community councils, in their proposed extension to the rural field, are contemplating the promotion of health and recreation as distinct community functions.

10. Community Service (Inc.) has outlined a program of organization which contemplates the organization of rural counties. Since this organization is the direct outgrowth of War Camp Community Service, which was, in turn, the war-time adaptation of the Playground and Recreation Association of America, it may be expected that its program will be specifically a recreational one. The

Playground and Recreation Association of America had already laid plans and had conducted experimental demonstrations of both equipment and nonequipment types of recreation for small town and rural communities.

11. The National Physical Education Service is a branch of the Playground and Recreation Association of America. It is a new service which aims to promote State legislation for physical education in an aggressive manner. It has brought about a cooperative arrangement with such agencies as the following: The Athletic Research Society; the Society of Physical Directors of Colleges; the American Physical Education Association; the National College Athletic Association; the Society of Physical Directors of Normal Schools, etc.

12. Official agencies within the various States are at work on both the problems of rural recreation and rural health. Fourteen States now have State-wide physical education laws, which in some cases carry compulsory sections for rural schools. The State departments of public health, the State departments of public instruction, the State normal schools—these official agencies await the creation of public sentiment for the completion of their task in this field. The regrettable fact of State legislation for physical education is the almost general neglect to make these enactments effective in the rural sections.

#### CONCLUSIONS.

The brief study which the committee has been able to make of the agencies named leads to the following conclusions:

1. The number of agencies at work on the problem is sufficient. What is needed is effectiveness, correlation, and extension.
2. Before any of the agencies can perform its full task a large amount of research work is needed; we must have accurate data upon which to build a permanent and constructive health-recreation program.
3. The agencies should beware of the danger of jeopardizing the entire movement by duplication of effort.
4. All the private and semiofficial agencies should cooperate in assisting the official agencies, which alone can produce general results on a permanent basis.
5. The committee urges general support of those agencies which are making research studies. The real impetus of the movement awaits these preliminary studies.

*V.—What constitutes a minimum standard requirement of play and recreation for country school children with the view of maintaining an efficient standard of mental and physical health?*

The committee does not presume to be able to give a satisfactory answer to this question. It does believe, however, that the question deserves an answer in order to facilitate the work of the interested agencies and in order to offset the occasional, the hit-or-miss types of recreation which are all too prevalent in rural schools. No recreational authorities will agree on an exact minimum requirement, and, of course, the requirements must vary in different communities. What the committee is here attempting to do is to bring together the various standards which have been put forth with a view to the promotion of discussion and experimentation.

1. Every normal boy and girl in a rural school should be required to take a physical efficiency test; this test to be repeated at the various age periods. The results of this test should be tabulated in the office of the supervising agency of the county or district. In States where physical education laws are effective this information should also be on file in the office of the State supervising agency. Without this data we can never be sure of the progressive or retrogressive tendency of physical well-being.

(a) The physical efficiency test offers a splendid opportunity for the correlation of health and recreation programs.

(b) The physical efficiency test should be preceded or followed by a thorough medical examination.

(c) In addition to the physical efficiency tests there should also be established certain physical standards for the various ages of boys and girls; ideals toward which the individuals and the school group strive.

2. All normal boys and girls of every rural school should have 15 minutes of organized and supervised play (out of doors, if possible) every day. This implies that the teacher has been trained to supervise play and that she shall take part in these play periods.

3. From the fourth grade and upward every pupil should have the opportunity of engaging in organized group games or athletics on a competitive basis.

4. In schools where organized group games or athletics on the grade or class basis are impracticable because of small attendance, such play opportunities should be arranged on an inter-class plan.

5. Two periods each day should be devoted to "setting-up" exercises. This requirement is not urged on the basis of physical exercise, but on the basis of relieving mental fatigue. Such exercises must be very simple and may even take the form of quiet games. Each period may be short, beginning with a 1-minute period for



the first graders and extending to 10 minutes for the older pupils. This period should be used also for securing a complete change of air for the schoolroom.

VI.—*What are the requirements for a good game for the rural community?*

This question has been discussed from the broad standpoint of all forms of recreation under Question II. It is here discussed from the standpoint of one phase of recreation, namely, games. To the casual observer this question will appear to have but slight significance. It will be asked, Why should there be any distinction between games for city children and country children? Those who insist that there should be no such distinction base their philosophy of play on the inflexible and erroneous interpretation of the human instincts. If modern psychology has taught us anything at all of value, it appears to be that instincts are not inflexible, that they may secure expression in at least three or four ways instead of one, and finally that the expression which the instinct secures is almost entirely dependent upon the environment. One kind of environment permits the free expression of certain of the fundamental instincts while another totally represses these same instincts. It is on the basis of environmental and vocational psychology that the following requirements for a good game for the open country are presented:

1. A good game for the open country is one which is safe to health. Some games which may be played with impunity on the floor of a well-ventilated gymnasium where bathing facilities are also provided are absolutely dangerous to health when played under the conditions prevalent in the country.

2. A good game for the open country is one in which small as well as large numbers may participate. Under urban conditions it is comparatively easy to promote games which involve large numbers. The natural groups are larger. In the country the numbers are not always available. Children who must attend country schools with enrollments as low as 10 to 15 pupils have as much right to play as children who attend city schools or consolidated schools. When the children of the country gather for township or county play festivals they should be prepared to play games which involve large numbers. A careful selection of games for the rural school will reveal the fact that there are many games which comply with this requirement. More of such games—games which may be played enthusiastically by small and large groups—are needed, and it is hoped that the mere statement of this requirement will accelerate their origination.

3. A good game for the open country is one which may be played by both young and old. This requirement does not preclude such



games as belong peculiarly to youth, but it aims to add to the repertoire a number of such games as may continue in use beyond the period of youth. Rural recreation differs from urban recreation in that there are fewer opportunities of "buying" one's recreation in the country. It differs also in the fact that the rural family is still homogeneously related in its recreational activities. A rural playday is a family affair. A country picnic is a family affair. The interest in community recreation will be greatly heightened when the school promotes forms of recreation which may be utilized by the entire family—old as well as young.

4. A good game for the open country is one which may be played by both sexes. The reasons for this requirement have already been stated, namely, the scarcity of numbers in many rural schools and the family nature of rural recreation occasions. Altogether too many of our games make their appeal only to one-half of the population, the boys and the men. In rural communities, where recreation must be democratic if it is to become an integral part of community expression, it is essential that we provide a large number of games which are suitable for women and girls as well as for men and boys.

5. A good game for the open country is one which requires a minimum of equipment. The luxuriously equipped gymnasiums belong peculiarly to the city. Aside from the obvious fact that the country does not possess the surplus wealth to build and maintain such institutions, there is the psychological value of nonequipment games. The mind is brought into action in play in proportion as we diminish the use of paraphernalia and increase the use of the body, including the nervous system.

6. A good game for the open country is one which emphasizes the instinct of cooperation. So much of the ordinary life of the country is conducted on the basis of individual action that it is essential to provide recreational activities which promote the "team spirit." This requirement does not suggest the elimination of such games as are necessary to develop individual initiative and action; it merely urges that these forms of recreation be supplemented with those of a cooperative nature.

7. A good game for the open country is one which grows out of the life of the people in conjunction with the community environment. Games, in order to have their fullest influence in the spheres of physical, mental, and social health, should be more or less indigenous. The test of a good game is this: Will the community continue to play it after the outside stimulus is removed? Has it enough in common with the life of the community to be incorporated into that common life? So much of attempted rural recreation is feeble and temporary because it is grafted from the superficial recreation or amusement of the city; it has no indigenous relation-

ship to the rural community and its life. Rural recreation, which is merely a cheap imitation of city recreation, can not grip the lives of rural people in a fundamental way. Curiously enough, when this viewpoint is put forth it is always combated by those who insist that the country and the city must be brought together, and that this viewpoint hinders that process. There is no thought here of making it less convenient for the rural populations to come into contact with the best in city life, but that best does not lie in the common forms of city recreation. What we are here presenting is the view that the country has within its own life the necessary resources for producing its own types of recreation. If this is not true, then country life will continue to become more and more a mere supplement to city life. It is chiefly at two points that this process has received its most decided impetus—the points of economic supremacy and of apparent recreational superiority. A constructive program for making country life satisfying and representative may well begin at this simple point of creating an indigenous recreation.

In addition to the suggestions and conclusions presented in the foregoing sections of this report, the committee desires to emphasize the following considerations:

First. Recreation has physical, mental, social, ethical, and spiritual implications. Those who use recreation as a mere part of an institutional program, or, worse still, as a mere gateway to the attention of the rural community, should keep this always in mind. This does not mean that only those agencies which are dealing specifically with the recreational phases of life shall promote recreation. We may all promote recreation, but we must all be careful that the good which we do shall not be the enemy of the best.

Second. Heretofore recreation in so far as it concerns the rural population has been left almost entirely in the hands of nonofficial agencies. No worthy gains of a permanent nature will be made until all rural leaders and all rural agencies pool their efforts in the demand for officially recognized recreation as an essential to the public welfare. When this is accomplished there will still be room for the other agencies and there will still be needed the refreshing and the revivifying influence of agencies which are not subject to the effects which usually result from State-controlled activities.

Third. We must become conscious of the full implications of play, and we must make this consciousness general. Play is not merely a leisure-time activity; it is not merely an excrescence of modern civilization. In fact, spontaneous play and song disappeared when modern civilization came under the sway of machine industry. The rural populations have not yet felt the full deteriorating effects, the nervous disintegration, and the consequent reproductive limitations

of the industrial revolution. The numerical preponderance of population is inevitably toward the city. The country is, however, still the seed bed of our population, which still must furnish the leadership for both country and city. We still have time to orient the life of the open country to those processes which promote straight thinking, wholesome living, and social harmony. We may still look forward hopefully to a countryside which shall be joyous as well as productive, socially cooperative and optimistic as well as economically satisfying. With this vision, play and the playground become not merely the centers for training for physical perfection, but rather the nuclei for making habitual and natural those social virtues of team play, loyalty, obedience to the rules—virtues upon which our future depends. In this light the playground may become the veritable laboratory of democracy.

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#### APPENDIX A.

The Recreation Association of America, 1 Madison Avenue, New York City, will furnish information regarding books and pamphlets on play and recreation. For the community leader who is not a specialist in recreation the following selected books and pamphlets will prove sufficient for general recreation programs:

- Games for the Playground, Home, School, and Gymnasium. By Jessie H. Bancroft. New York, Macmillan Co.  
 Social Games and Group Dances. By J. C. Elsom and Blanche M. Trilling. Philadelphia, Lippincott Co.  
 Ice Breakers. By Edna Geister. New York City, The Woman's Press, 600 Lexington Avenue.  
 Community Recreation. By George A. Draper. New York, National War Work Council of the Young Men's Christian Association, 347 Madison Avenue.

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#### APPENDIX B.

##### THIRTY SELECTED GAMES.

Enthusiasm for play programs is often lost because of initial failures. Frequently these failures are due to a poor selection of games for the particular occasion or the particular group. The following selection of 30 games is one that has grown out of a wide experience in rural recreation. These games have been found to be almost universally successful. Of course, a play leader should have a much broader repertoire of games than is here indicated. This list should serve merely as the point of departure for the play program.

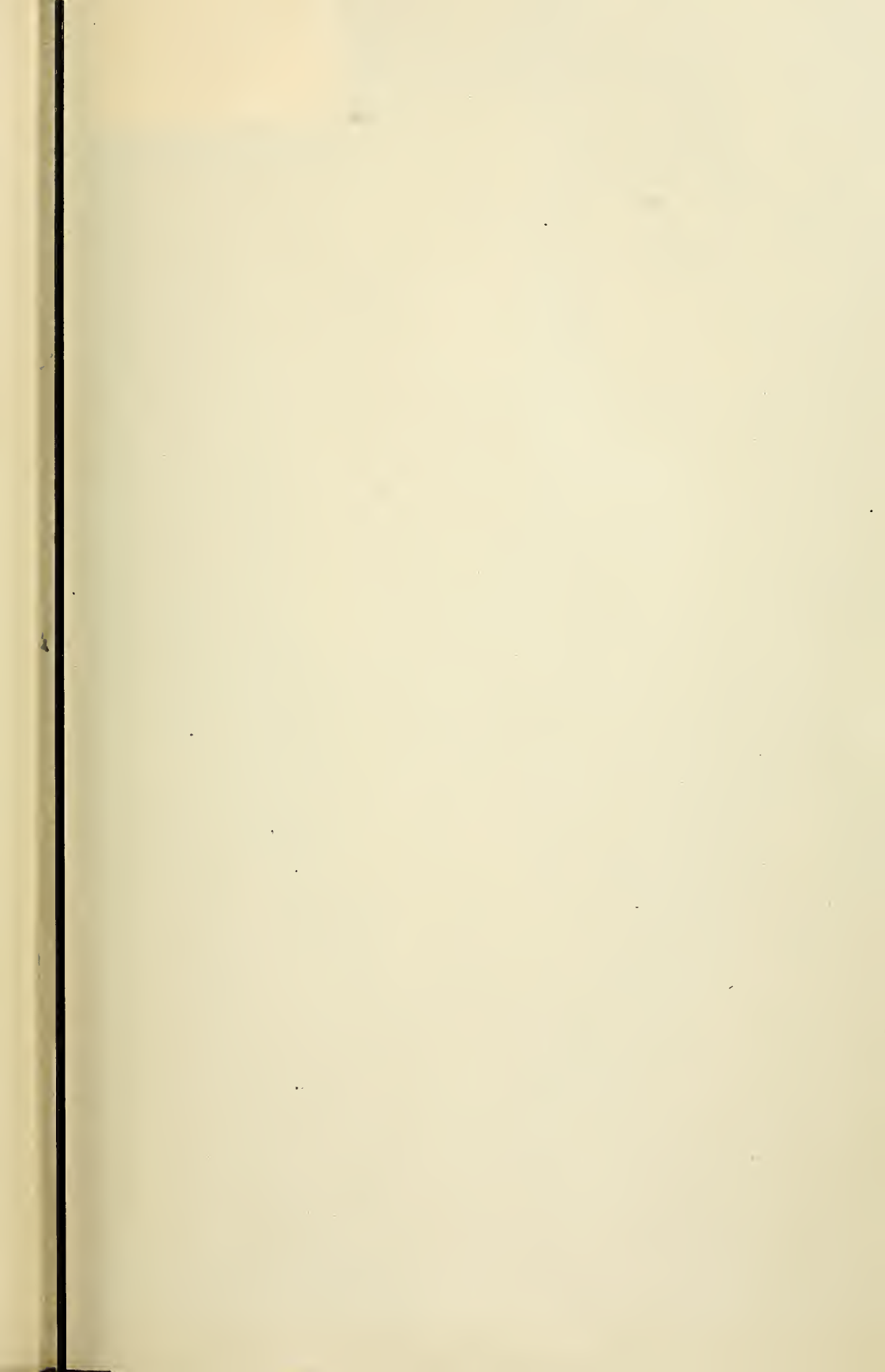


In the body of this report the requirements for a good game were enumerated as follows: (1) Safe to health; (2) adaptable to small as well as large numbers (10 is regarded as the minimum number of players); (3) adaptable to young as well as old; (4) adaptable to both sexes; (5) requiring minimum equipment; (6) requiring co-operative activity.

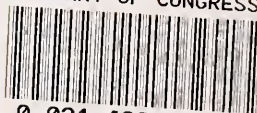
The seventh requirement is here omitted because of its theoretical character. The numerals following the name of each game indicate the requirements which are met by the particular game. Inasmuch as Bancroft's "Games for the Playground, Home, School, and Gymnasium" is the most commonly used text on games, the references for directions are to the pages of this book:

Name of game.	Requirements met.	Reference.
1. Head and Tail Tag (black and white)-----	1, 2, 3, 4, 5-----	p. 52.
2. Straddle Ball:		
(a) Line formation-----	1, 2, 3, 5-----	p. 407.
(b) Circle formation-----	1, 2, 3, 5, 6-----	p. 358.
3. Three Deep-----	1, 2, 3, 4, 5-----	p. 196.
4. Squirrel in Trees-----	1, 3, 4, 5-----	p. 185.
5. Numbers Change-----	1, 2, 3, 4, 5-----	p. 139.
6. Dodgeball-----	1, 2, 3, 4, 5-----	p. 363.
7. Circle Dodgeball (Progressive)-----	1, 2, 3, 4, 5, 6-----	p. 364.
8. Circle Relay (Spoke Relay)-----	1, 3, 4, 5, 6-----	p. 70.
9. Circle Relay (with zig-zag or leap-frog variations)-----	1, 3, 4, 5, 6-----	
10. Japanese Crab Race (man, monkey, crab variations)-----	1, 3, 5, 6-----	p. 115.
11. Pinco-O-----	1, 3, 5-----	p. 146.
12. Overhead Relay-----	1, 3, 4, 5, 6-----	p. 424.
13. Over and under Relay-----	1, 3, 5, 6-----	p. 392.
14. Shuttle Relay-----	1, 3, 4, 5, 6-----	p. 173.
15. Zig Zag Relay-----	1, 3, 4, 5, 6-----	
16. All Up Relay-----	1, 2, 3, 4, 5, 6-----	p. 45.
17. Volley Ball-----	1, 2, 3, 4, 5, 6-----	p. 413.
18. Hill Dill-----	1, 3, 4, 5-----	p. 105.
19. "I Say Stoop" (O'Grady Says)-----	1, 2, 3, 4, 5-----	p. 113.
20. "Looby Loo" (folk dance)-----	1, 2, 3, 4, 5-----	p. 280.
21. "Farmer in the Dell" (folk dance)-----	1, 2, 3, 4, 5-----	p. 265.
22. Partner Tag-----	1, 3, 4, 5-----	
23. Triple Tag-----	1, 3, 4, 5-----	
24. Oyster Cracker Relay (indoors)-----	1, 2, 3, 4, 5, 6-----	
25. Water Glass Relay (indoors)-----	1, 2, 3, 4, 5, 6-----	
26. Apple Basket Relay-----	1, 2, 3, 4, 5, 6-----	
27. Potato Relay-----	1, 2, 3, 4, 5, 6-----	
28. Potato Paring Contest (teams)-----	1, 2, 3, 4, 5, 6-----	
29. Corn Stringing Contest (teams)-----	1, 2, 3, 4, 5, 6-----	
30. Skip The Rope Relay-----	1, 2, 3, 4, 5, 6-----	





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